



Money Matters Program: 12th Grade

Who are you?

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Title	Money Matters Program: 12th Grade
Suggested Quarter	Any
Content Standards and Objectives	<p>Objectives and Objective I.D.</p> <p>ELA.12.R.C2.4 Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (CCSS RI.11-12.4)</p> <p>ELA.12.R.C2.5 In informational text, analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including how the author uses structure to make points clear, convincing, and engaging. (CCSS RI.11-12.5)</p> <p>ELA.12.R.C3.3 Integrate, evaluate and synthesize multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (CCSS RI.11-12.7)</p> <p>ELA.12.W.C9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content. <ul style="list-style-type: none"> •introduce a topic; organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables) and multimedia when useful to aiding comprehension. •develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations or other information and examples appropriate to the audience's knowledge of the topic. •use and evaluate appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. •use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. •establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. •provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). </p> <p>ELA.12.W.C11.1 Conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (CCSS W.11-12.7)</p>

ELA.12.W.C11.2

Gather and synthesize relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (CCSS W.11-12.8)

ELA.12.W.C11.3

Draw evidence from literary or informational texts to support analysis, reflection and research.

- apply grade 12 Reading objectives to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
 - apply grade 12 Reading objectives to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
- (CCSS W.11-12.9)

ELA.12.SL.C13.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 12 topics, texts and issues, building on others’ ideas and expressing their own clearly and persuasively. •come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

•work with peers to promote civil, democratic discussions and decision-making. Set clear goals and deadlines. Establish norms and experience various individuals.

•propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.

•respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (CCSS SL.11-12.1)

ELA.12.SL.C13.2

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and analyzing any discrepancies among the data. (CCSS SL.11-12.2)

ELA.12.SL.C13.3

Evaluate a speaker’s point of view, reasoning and uses of evidence and

	<p>rhetoric, in order to assess the stance, premises, links among ideas, word choice, points of emphasis and tone used among multiple speakers. (CCSS SL.11-12.3)</p> <p>ELA.12.SL.C14.1 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and determine if the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks. (CCSS SL.11-12.4)</p> <p>ELA.12.L.C17.3 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. * (CCSS L.11-12.6)</p> <p>SS.12.C.17 Apply the concepts of legal precedent through past and present landmark Supreme Court cases, interpretations of the Constitution by the Supreme Court and the impact of these decisions on American society.</p> <p>SS.12.C.18 Develop an understanding of the American legal system through examining existing ordinances, statutes, and Federal Acts, exploring the differences between criminal and civil law, and determining legal obligations and liabilities of American citizenship.</p> <p>SS.12.E.1 Examine the opportunity costs in ever-present scarcity for individuals, businesses and societies to understand how to make choices when facing unlimited wants with limited resources.</p> <p>SS.12.E.3 Explain how supply and demand affects prices, profits, and availability of goods and services.</p> <p>SS.12.E.4 Debate the role of government in a free-market economy.</p> <p>SS.12.E.5 Describe how households, businesses and government interact in a free-market economy.</p> <p>SS.12.E.6 Identify economic influences that impact business climate on the local, regional and global level.</p> <p>SS.12.E.8 Evaluate income, lifestyle, education and employment decisions to make successful career choices:</p>
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	<ul style="list-style-type: none"> • Differentiate between gross and net income (e.g., taxes, insurance and pension plans). • Explore how benefits packages, unions and professional organizations impact lifestyle. • Evaluate the impact of education on lifelong earning potential. • Examine the expectations and benefits of potential careers. <p>SS.12.E.9 Simulate managing the income and expenses of a household:</p> <ul style="list-style-type: none"> • Determine what makes up the cost of living and how it varies in different locations. • Savings for emergency situations and long-term goals. • Utilizing traditional and online banking services as well as examining fees, services, and hidden costs of checking, savings, debit cards, Certificates of Deposit, etc... • Construct, analyze and monitor personal budgets, • Examine the causes of bankruptcy and how to avoid them. • Complete Federal and State income tax forms and examine other state and local taxes. <p>SS.12.E.10 Examine the advantages and disadvantages of different types of consumer debt to make sound financial decisions (e.g., home loans, credit card debt, automobile loans, pay-day loans and rent-to-own).</p> <p>SS.12.E.11 Develop the knowledge and practices of a savvy consumer who knows consumer rights and responsibilities, can identify and avoid fraudulent practices, and guard against identify theft.</p> <p>SS.12.E.12 Assess and develop financial habits that promote economic security, stability, and growth:</p> <ul style="list-style-type: none"> • Investments (e.g., stocks, mutual funds, certificates of deposits, and commodity trading) and • Insurance (e.g., life insurance, health insurance, automobile insurance, home and renter's insurance and retirement plan). <p>SS.11-12.L.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>
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21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
Information and Communication Skills:	Students work together to negotiate value and cost and to determine the price of the product.	Students will participate in an Auction Market.	Students successfully formed teams in order to invest their mutual funds into a product.
Thinking and Reasoning Skills:	<p>21C.O.9-12.2.LS3 - Student engages in a problem solving process by formulating questions and applying complex strategies in order to independently solve problems.</p> <p>21C.O.9-12.2.LS1 - Student engages in a critical thinking process that supports synthesis and conducts evaluation using complex criteria.</p>	<p>Teacher conducts ongoing class discussions about career choice and money management.</p> <p>The teacher will encourage students to set personal financial goals and start their own budget.</p> <p>Teacher asks leading questions concerning what constitutes identity theft and consumer rights and responsibilities.</p>	Students will exhibit understanding through class discussions.
Personal and Workplace Skills:	<p>21C.O.9-12.3.LS5 - Student exhibits positive leadership through interpersonal and problem-solving skills that contribute to achieving the goal. He/she helps others stay focused, distributes tasks and responsibilities effectively, and monitors group progress toward the goal without undermining the efforts of others.</p> <p>21C.O.9-12.3.LS2 - Student independently considers multiple perspectives and can represent a problem in more than one way, quickly and calmly changes focus and goals as the situation requires</p>	<p>Teacher will instruct students about components of a personal budget.</p> <p>Students exhibit understanding through ongoing class discussions that involve investing and money management.</p> <p>They will be encouraged to set personal financial goals and start their own savings plans.</p> <p>Teacher will provide instruction on ways to stretch retirement funds over a lifetime</p> <p>Teacher offers direct instruction on the importance of a good credit history, how to establish credit worthiness, the three major credit reporting agencies and how to notify the credit bureau if individuals suspect they are victims of identity theft.</p>	Students use the results of their investigation to create both short and long term financial goals for themselves. They understand the importance of having a financial plan and know that they have different options for making their money work for them. They understand that the sooner they start investing the more time their money has to grow. They understand the concept of compounding as well as principal and interest. They have established the foundation of sound, money management.

Performance Objectives (Know/Do)	Know: <ol style="list-style-type: none"> 1. Advantages and disadvantage of credit cards 2. Benefits of building a strong credit history 3. How to calculate net income from gross income 4. Dangers of becoming a victim of identity theft 5. Steps to guard against identity theft Do: <ol style="list-style-type: none"> 1. Define important vocabulary relevant to personal finance 2. Compare and contrast credit card offers 3. Research the major credit reporting bureaus 4. Identify investment alternatives 5. Identify risks and rewards associated with investing
Enduring Understandings	<ol style="list-style-type: none"> 1. Good credit history is essential to achieving financial goals over one's lifetime. 2. The effects of compounding interest and the time value of money can work for you when investing and against you when borrowing. 3. Make a plan for every dollar by setting financial goals and making plans to achieve them. 4. Social Security was never intended to cover all of the financial needs of retirees. 5. Every person will have a financial plan that is suited to his/her specific needs. 6. The earlier you start investing, the longer that money can work for you. 7. Quality of retirement depends on individual planning. 8. A budget helps create the plan to meet short and long-term financial goals. 9. Identity theft can damage your bank account, reputation, and capacity to borrow in the future. 10. Consumers should know how to protect themselves from identity theft, and what to do if they become victims.
Essential Questions	<ol style="list-style-type: none"> 1. Why is a personal budget important? 2. How does career choice impact personal finance? 3. How does geographical location influence the cost of living and personal budget? 4. What are the advantages of building a strong credit history? 5. How would the use of credit cards impact your budget? 6. What are the advantages and disadvantages of having credit cards? 7. What does a person need to do in order to improve a poor credit history? 8. How can I minimize risks involved in investing? 9. How can I make sure my retirement resources will last a lifetime? 10. Why is financial planning important? 11. Where does my money go? 12. How can I achieve my financial goals? 13. What is identity theft? 14. How do I protect myself against identity theft? 15. What plan of action do I take if I become a victim of identity theft?

<p>Learning Plan & Notes to Instructor</p>	<p>The State Auditor serves as the Commissioner of Securities in West Virginia. The State Auditor's Office, Securities Division registers broker/dealers, investment advisers, and the investment firms doing business in West Virginia. The Securities Division also enforces state securities law, and offers investor education programming in an effort to thwart investment fraud. Money Matters was developed to bring the basic principles of investor education to the classroom, and has been presented to over 38,000 students since its inception in 2000. The worksheets and activities included here are designed to prepare students for the Money Matters program.</p> <p>Making the most of your money starts with five building blocks for managing and growing your money -- The MyMoney Five. Keep these five principles in mind as you make day-to-day decisions and plan your financial goals.</p> <p>Earn</p> <p>The Earn principle is about more than the amount you are paid through work. This principle is about knowing the fine print and details about your paycheck, including deductions and withholdings.</p> <p>Save and Invest</p> <p>Saving is a key principle. People who make a habit of saving regularly, even saving small amounts, are well on their way to success. It's important to open a bank or credit union account so it will be simple and easy for you to save regularly. Then, use your savings to plan for life events and to be ready for unplanned or emergency needs.</p> <p>Protect</p> <p>The Protect principle means taking precautions about your financial situation. It stresses the importance of accumulating savings in case of an emergency, and buying insurance. Be vigilant about identity theft, and keep aware of your credit report and credit score.</p> <p>Spend</p> <p>The fundamental concept of Spend is: make a budget or a plan for using your money wisely. It's helpful to set short and long-term financial goals and manage your money to meet them.</p> <p>Borrow</p> <p>Sometimes it's necessary to borrow for major purchases like an education, a car, a house, or maybe even to meet unexpected expenses. Your ability to get a loan generally depends on your credit history, and that depends largely on your track record at repaying what you've borrowed in the past and paying your bills on time.</p>
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Academic Prompts	<p>Personal Finance Vocabulary (25pts.) Students will be given a worksheet that lists ten personal finance vocabulary words and their definitions. They are instructed to match the word with the correct definition.</p> <p>The Dangers of Social Media (25pts.) For this prompt the students will look themselves up on the internet to see how easy it is for identity thieves to steal their personal information</p> <p>The Fraud Scene Investigator (FSI) program (Investment Fraud) (25pts.) FSI was designed by the WV State Auditor's Office and is a fun, interactive way for students to examine the threat of being scammed. Students will pose as the grandchild of a woman who is being scammed and their job is to investigate and assist in the capture of the criminal. Follow this link to the program: http://www.nasaa.org/2059/fsi/. You will also find a guide for teachers (http://www.nasaa.org/wp-content/uploads/2011/08/FSI-Teachers-Guide.pdf), which includes quizzes and answer keys.</p>
Culminating Assessment or Product	<ul style="list-style-type: none"> Students will participate in the Money Matters Program presented by the State Auditor's Office (25pts.)
Links and Other Resources	<p>The websites below are listed to help answer any questions you might have about personal finance or can be used to further research the topics discussed throughout the lesson plan. Included are multiple stock market websites and the website for the WV State Auditor.</p> <p>http://www.wvsao.gov/ (investor education material found in Securities) https://www.wvsao.gov/SecuritiesCommission/Education/investored2020.aspx (free teacher's guide for investor education) http://www.nasaa.org/investor-education/ http://www.investorprotection.org http://www.sec.gov/investor/tools/quiz.htm http://www.mymoney.gov (federal agencies' financial literacy outreach) http://finance.yahoo.com/ http://www.marketwatch.com/game/wv-fbla-pbl-league (WV FBLA) http://www.marketwatch.com/game (free stock market simulator) http://www.investopedia.com/simulator/ (free stock market simulator) http://www.smartstocks.com/ (stock market simulator) http://www.smgww.org (stock market simulator) https://nyse.nyx.com/ http://www.jumpstart.org/ (clearinghouse) http://www.moneyasyoulearn.org/ http://www.finra.org/Investors/index.htm http://www.americasaves.org/</p>

Acknowledgements:

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James Rutledge - James.Rutledge@wvsao.gov

Justin Southern - Justin.Southern@wvsao.gov

Includes Material From:

Can I Really Use Calculus to Calculate Fuel Costs?

Cynthia Tallamy

Cost of Living: Can I Afford to Live Here?

George Ambler

Establishing Credit

Investing For Your Future

Planning to Retire

Planning Your Future Budget Post Graduation

Pam Eversole

Under Cover Agent

Terry Justice

Name: _____

The Dangers of Social Media

Social media (Facebook, Twitter, YouTube, etc...) can be dangerous if the proper precautions are not taken. Even if your accounts are set to private, strangers, businesses, and Internet search engines may have access to your information. Use Internet search engines to answer these questions. **(25pts.)**

What information can you find about you and your family? Look for images as well.

Could a stranger:

- a. Find out where you go to school? Yes / No
- b. See who your friends are? Yes / No
- c. Locate your home and see a picture of your house? Yes / No
- d. Learn what you like to do after school (hobbies / clubs / sports / etc.)? Yes / No

Did you find any pictures of yourself and/or your family? If so, what could a stranger learn about you by what they see in those pictures?

Are any of your Facebook friends or Twitter followers strangers? Can they track your location, see your pictures, find out who you are related to, or in a relationship with?

Select one form of social media (Facebook, YouTube, Pinterest, Twitter, Google+, etc...) and research the privacy policy. Has it recently changed? Is there anything that can be done to improve privacy settings?

The Dangers of Social Media Rubric

Categories	25pts.	20pts.	15pts.	10pts.
Support	Most major points are supported with specific detail	Some points supported by specific detail	Most points supported by general statements	There is an attempt at supporting statements
Use of Resources	The student easily locates their personal information using Google.	The student is able to locate their personal information independently.	The student has some difficulty locating and using their personal information.	The student requires frequent assistance in locating their personal information independently.
Format	Follows accepted standard formatting guidelines and is the requested length	Follows most of the accepted formatting guidelines and is the requested length	Does not follow accepted standard formatting guidelines and is over or under the requested length	Does not follow accepted standard formatting guidelines and is significantly over or under the requested length
Spelling and Grammar	Grammar and spelling are correct.	There are few errors in grammar and/or spelling.	There are some errors in grammar and/or spelling.	There are many errors in grammar and/or spelling.

Name: _____

Personal Finance Vocabulary Worksheet

Listed below are a set of ten personal finance vocabulary words and their definitions. Match the word with the definition that you believe to be correct. **(25pts.)**

1. ____ Identity Theft

6. ____ Pyramid Scheme

2. ____ Phishing

7. ____ Fraud

3. ____ FICA

8. ____ Churning Stocks

4. ____ Boiler Room

9. ____ Suitability

5. ____ Ponzi Scheme

10. ____ Skimming

- A. An intentional deception used for illegal gain, to cause financial or other damage
- B. An illegal scam that was named for an individual who used new investor money to pay previous investors
- C. A slang term for call centers used by unscrupulous stock brokers who use high pressure tactics to pitch thinly-traded "penny stocks" in an effort to run up the price of the stock
- D. A paycheck deduction imposed on employers and employees that funds Social Security, Medicare and stands for Federal Insurance Contributions Tax
- E. A method of identity theft carried out through the creation of a bogus website that appears to be legitimate. The visitors to the site are tricked into submitting personal, financial, or account information. The fraudsters then use, or sell the information for the purpose of criminal activity
- F. A small device that reads credit card information contained in the magnetic strip; often used during a legitimate transaction
- G. An illegal investment scam whereby investors are asked to recruit others with promises of high returns and a share of the investments made by the people they recruit
- H. Obtaining the personal or financial information of another person for the sole purpose of assuming that person's name or identity in order to make transactions or purchases
- I. Excessive trading by a broker in a client's account largely to generate commissions which is an illegal and unethical practice that violates federal and state securities laws
- J. A situation (and sometimes a legal requirement) which holds that an investment strategy meets the objectives and means of an investor